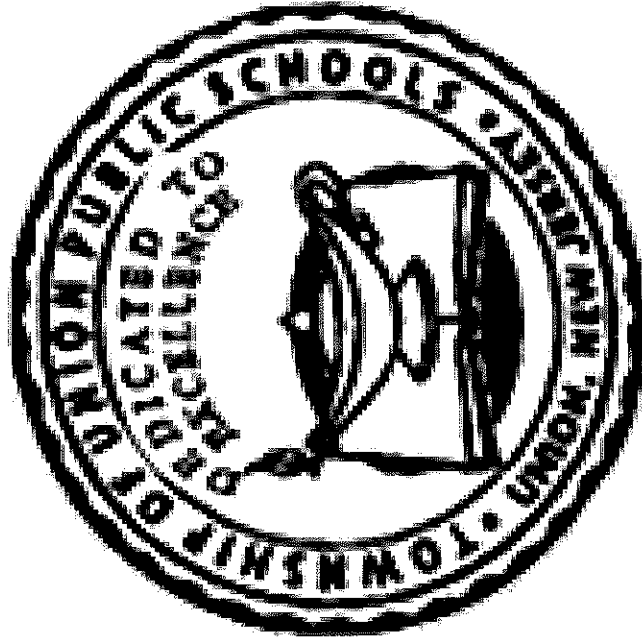


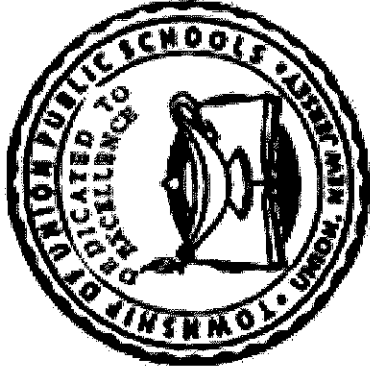
TOWNSHIP OF UNION PUBLIC SCHOOLS



GRAPHIC DESIGN & COMMERCIAL ARTS 2

Curriculum Guide

Curriculum Guide Approved June 2015



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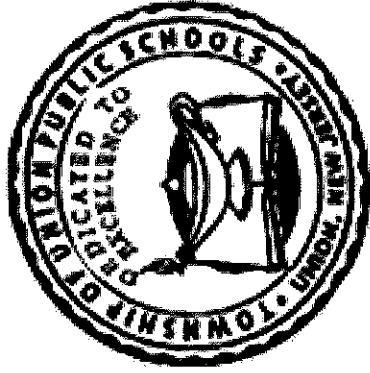
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GRAPHIC DESIGN & COMMERCIAL ARTS 2

Curriculum Committee Members

Stephen March

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This course will help the students to become further aware of the daily impact that the Graphic Design & Commercial Arts field has in society. This course builds upon the curriculum of Graphic Design & Commercial Arts 1. Students will continue in advanced studies of layout and design, multi screen printing, computer graphics, design history, digital photography, package design and dimensional prototyping. Students will also become familiarized with the advancements in graphic technology & graphic design trends and career opportunities. As a result of continued studies in this advanced graphics class students will have a higher level of competency in industrial related technologies. This course is required to advance to Graphic Design & Commercial Arts 3 & 4. This course meets the criteria to help fulfill the UHS art requirement for successful graduation.

Recommended Textbooks

Graphic Communication, The Printed Image, Purst,Z.A.
Goodheart-Wilcox, Publishing
Revised 1994, 1999, 2004

Course Proficiencies

Students will be able to... Show strong proficiencies in selecting lettering & fonts for layouts

Combine different art forms and textures to mechanicals/ prototyping

Produce intricate multi dimensional silk & thermal screens

Have a through working knowledge to produce black & white layouts I

Have the ability to use different mediums in layout & design

Display basic of computer software to generate copy and prints

Identify paper by weight classifications and texture

Understand career choices available in the Graphic Arts Industry

Show a basic understanding of simple dimensional designing/ prototyping

Have the ability to follow all classroom safety and general regulations

Curriculum Units

Unit 1: Introduction to Graphic Design & Commercial Arts 2
Class Requirements
Review of Graphic Design & Commercial Arts 1

Unit 2: Advanced Layout & Design
Introduction to Color Separations
Experimenting In Advanced Lettering

Unit 3 Advanced Layout & Design Principles
Typography & Type Styles
Advanced Methods Of Design Techniques

Unit 4 Type And Page Composition
Advanced Copy Styling
Introduction To Color Layouts
Introducing Dimensions To Layouts

Unit 5: Multi Color Silk Screening
Intricate Stencil Design
Advanced Thermal Imaging
Ilano Screening

Unit 6 Advanced Prototyping & Design
Working In Color Values
Digital Photography
Career Opportunities

Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> Introduction to Graphic Design & Commercial Arts 2	2 weeks
<u>Unit 2:</u> Advanced Layout & Design, Introduction to Color Separations, Advanced Lettering	6 weeks
<u>Unit 3:</u> Advanced Layout & Design Principles Typography & Fonts	8 weeks
<u>Unit 4:</u> Type and Page Composition, Advanced Copy Styles, Introduction to Color Layouts	8 weeks
<u>Unit 5:</u> Multi Color Silk Screening, Advanced Thermal Screening, Ilano Imaging	8 weeks
<u>Unit 6:</u> Advanced Prototyping, Digital Photography, Color & Values, Career Opportunities	8 weeks

Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Explain the role of graphic communication in society</p>	<p>Students will be able to understand and appreciate the value of good communication and how it helps drive the economy</p>	<p>Students will break into groups and brainstorm ideas about how we communicate via graphics. Students will present findings to class</p>	<p>Oral Discussions Group discussions Class Presentation Teacher Evaluation</p>
<p>Identify some of the major impacts graphic design has had on society</p>	<p>Have the student become aware of the power of printed materials</p>	<p>Students will create a montage using existing logos and type and explain how they feel these images are powerful</p>	<p>Written Assignment Oral Discussions Teacher Evaluation Class Participation</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<p>Why is it always important to follow safety rules and regulations?</p>	<p>Reinforce safety standards learned in prior classes. Continue to promote safety and comfort in the workplace</p>	<p>Review all safety materials and regulations</p>	<p>Safety Quiz Oral Discussions Worksheet</p>
<p>How does graphic arts help shape society?</p>	<p>Show reasons that students can identify with that indicated the importance of graphic arts</p>	<p>Create a list of examples where graphic design is used to promote the economy. Discuss with your class</p>	<p>Oral Discussions Written Assignments Class Presentation</p>
<p>What is the purpose of brainstorming ideas with fellow workers</p>	<p>Create a reasonable understanding of group cooperation and networking in the design fields</p>	<p>Work in groups and gather information to create a fictional product</p>	<p>Teacher Observation Group Discussions Oral Presentations</p>

Unit 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How can a variation of shading & texture enhance an illustration?</p>	<p>Students will begin to understand how different elements such as paper weight, pencil pressure and shading can alter or emphasize the graphic print.</p>	<p>Students will experiment with a variety of paper weights and pencil numbers To create a variety of different weight textures onto paper shapes</p>	<p>Written Assignments Teacher evaluation Oral Discussions Station Activities</p>
<p>What are some methods used for color selection</p>	<p>The students will begin to understand the value of properly selecting colors that identify themselves to a particular variety of shades that will compliment a layout</p>	<p>Students will create a design with type and experiment with different color schemes to achieve a pleasing image.</p>	<p>Written evaluation Teacher Evaluation Station Activities</p>
<p>What are the proofing materials used in the graphic design & commercial arts industry</p>	<p>Students will understand several types of proofing and how they relate to the design process</p>	<p>Students will self proof the layout & designs of another student. Study the vocabulary of proofing methods.</p>	<p>Written Quiz Station Activities Class Participation Teacher Evaluations</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Explain what the purpose is of a color rendition chart</p>	<p>The students will learn the importance of checking color values and the effects time and environmental conditions has on color</p>	<p>Students will review vocabulary terms and identify a color check chart to process true and accurate color representation in a layout</p>	<p>Written Quiz Oral discussion Written Assignment Worksheets</p>
<p>What is the Pantone system of color separations?</p>	<p>Students will gain knowledge in the many uses of color identification using the Pantone system</p>	<p>Have the students use Pantone charts to mock up simple illustrations</p>	<p>Written Assignments Teacher evaluations Oral discussions Worksheets</p>
<p>What is characterization in the color process?</p>	<p>Understand the color limitations or profile of a particular element</p>	<p>Students will give examples of how characterization is beneficial to design process and how it stores information</p>	<p>Oral discussions Class participation Worksheets Teacher evaluation</p>
<p>What is a match print?</p>	<p>Students will study and understand how match prints are essential to the layout of printed pages in film generated proofs</p>	<p>Create sample match prints using clear film and design a mock layout & separate the pages using clear film as overlays</p>	<p>Teacher evaluation Station activities Oral Discussions Worksheets</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are some important factors in becoming a graphic designer?</p>	<p>The students will learn and understand the principles of designing and how specific graphic knowledge suits a particular career position</p>	<p>Students will create a list of graphic jobs and specify which elements and course of study is needed to fulfill a position</p>	<p>Written assignments Oral discussions Work sheets Teacher evaluation</p>
<p>What are some key elements of art work that make up a page layout?</p>	<p>Understand the various components of a layout using both traditional layout and computer aided skills</p>	<p>Students will prepare a page layout using a variety of materials & software to demonstrate knowledge in composition</p>	<p>Class discussion Written assignments Teacher evaluation Classroom display</p>
<p>Why are the specific duties performed by a design & layout person difficult to clearly define</p>	<p>Students will begin to understand the different aspects of design responsibilities and how they relate to other design duties</p>	<p>Students will work in cooperative groups each performing a specific duty to assemble a printed piece</p>	<p>Written assignments Class discussion Teacher evaluation Work stations Individual assessments</p>
<p>How does the text and illustration used in a design impact the viewer?</p>	<p>Understand the relationship between all elements of a printed material and how it's scope can affect how it is perceived</p>	<p>Students will design a series of thumbnail sketches using various styles of type and several pieces of clip art and determine which is most appealing to other classmates</p>	<p>Written assignments Teacher evaluation Station activities Oral discussions</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How are lines described in a graphic image?	Begin to understand how lines are used to form shapes into basic images and how shapes can add personality to a print	The students will experiment using simple lines to create text that is unobtrusive yet delivers impact and purpose to an illustration	Station activities Written assignments Worksheets Teacher evaluations Oral discussions
What is meant by using texture in a visual image?	Students will begin to understand how texture can emphasize structure or weight	Students will create samples of illustrations in which they have used various textures to add dimension to their work	Station activities Worksheets Student Displays Teacher evaluation
How are the basic principles of design best used by a graphic designer?	Students will begin to understand that the principles of design are used both functionally and visually	Students will review design elements and answer questions pertaining to design practices. Students will also thumbnail sketches to demonstrate they understand the basic principles of design	Station activities Work stations Teacher evaluations Oral discussions
What is contrast in a printed image?	Students will learn to use contrast properly to give meaning to a design by enhancing many styles into one form	The students will create a sample of a design using several styles of contrasting elements	Written assignments Teacher evaluation Station activities Oral discussions

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What do the illustrations in a page layout include?</p>	<p>Students will become familiar with ornamentation, photographs, artwork, computer images and line art as they pertain to illustrations</p>	<p>Students will work with various elements and design a simple illustration that uses all the elements of a good illustration</p>	<p>Teacher evaluation Class projects Written assessments Station activities</p>
<p>Why is white space important to any illustration or layout</p>	<p>Become familiar with the term white space and how it can emphasize or decrease the message of a printed piece</p>	<p>Create a poster using ample examples of creative use of white space</p>	<p>Teacher evaluation Written assignments Oral discussions</p>
<p>What is the purpose of a layout objective</p>	<p>Understand and describe the intent or purpose of an identifiable end product</p>	<p>Discuss what the message in your printed piece needs to convey. List several examples of how you can achieve a layout objective</p>	<p>Oral discussions Written assignments Teacher evaluations Work station activities</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are specifications as they relate to a layout?</p> <p>How is copy fitting important to the design process?</p>	<p>Students will be better able to understand information relating to type size, type style, line & column width and color use</p> <p>Students will learn how to alter type size, line length & letter spacing to justify good design elements on a mechanical</p>	<p>Students will list what specifications they can use in a particular layout. Students will design a layout and highlight all specifications as they pertain to the design process</p> <p>Students will be given a mechanical and be asked to reposition certain elements to justify adding a printed image.</p>	<p>Oral discussions Station activities Teacher evaluation Quiz</p> <p>Written assignment Station activities Teacher observation</p>
<p>Why are photo markups important to completing a mechanical?</p> <p>How does a thumbnail sketch differ from a rough layout?</p>	<p>Students will learn how writing directions or specifications for visual imaging is used in the design process</p> <p>The students will begin to appreciate how refinement can give a truer visual meaning to a layout and the purpose a rough sketch serves for the client</p>	<p>The student will mark up a series of photographs or illustrations as they pertain to a mechanical board</p> <p>Students will create a thumbnail sketch and a rough sketch form the thumbnail sketch and indicate the changes</p>	<p>Quiz Station activities Teacher observation Written assignments</p> <p>Written evaluation Oral discussions Worksheet Teacher evaluation</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why is silk screening sometimes preferred over offset printing?</p>	<p>Students will become aware of the advantages of inexpensive alternatives in the printing process</p>	<p>Create a list of tools and materials required including cost in a silk screen operation versus the same criteria in offset printing</p>	<p>Oral discussions Written assignments Worksheets Teacher evaluations</p>
<p>Where did silk screening originate and what types of screening was first used?</p>	<p>Give the students an understanding of the origins and history of the screening industry</p>	<p>Students will research on computers the history of screening and write a report on their findings.</p>	<p>Written report Oral discussions Teacher evaluation</p>
<p>Why do the diverse applications of silk screening have world wide appeal?</p>	<p>Students will learn about various textures & formats that screening can be applied to</p>	<p>Students will screen on a variety of surfaces including plastics, paper, fabric, etc. and experiment in screening images onto each surface</p>	<p>Station activities Teacher evaluation Oral discussions Classroom activities</p>
<p>What is the basic equipment needed for silk screening?</p>	<p>Students will understand the variety of instruments required to produce a screen image</p>	<p>Have the students become familiar and study screening tools and list what each tool is used for</p>	<p>Written quiz Worksheet Teacher evaluation Oral discussions</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are some important functions served by a screen frame?</p>	<p>Students will learn the importance of selecting and maintaining a frame and how it adds to the quality of a print</p>	<p>Select several frames and explain the differences and select which frame is suited for a particular scenario</p>	<p>Station activities Written assignments Oral discussions Teacher evaluation</p>
<p>How are the screen filaments (threads) important to successful screening</p>	<p>Understand the differences between multifilament and monofilament screens</p>	<p>Create two frames using multifilament/monofilament materials and compare the two</p>	<p>Station activities Worksheets Classroom displays Teacher evaluations</p>
<p>What are some of the best ways to measure fabric tension in a silk screen & why is it important to the screening process</p>	<p>Explain to the students the importance of tension in the screening process and various ways to test or measure a screen for proper tightness/tension</p>	<p>Set up a variety of frames using different levels of tension and screen several images and compare the results</p>	<p>Station operations Teacher evaluations Student demonstrations Oral discussions</p>
<p>What are some employment opportunities available in the silk screening industry?</p>	<p>The students will become aware of the different industries and occupations that utilize silk screening skills</p>	<p>Students will use computers and other resources to gather information concerning job opportunities and make a list of skills needed to fulfill the requirements</p>	<p>Written assignments Teacher evaluation Oral discussion Worksheets Student displays</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
How is prototyping used in the graphic arts industry	Students will begin to understand the value and purpose of three dimensional prototyping	Students will view samples and listen to lecture and discuss different types of dimensional modeling	Oral discussion Teacher evaluation Worksheets Class participation
Why is prototyping important in the graphic arts industry?	Create an appreciation into the various aspects of how prototyping can help to form and sell an idea	Students will sketch a simple designs for a model they will build to promote a product	Station activities Teacher evaluation Oral discussion Worksheets
What are the career opportunities available for a model builder in the graphic arts i	Students will become aware of the many opportunities in the graphic and visual arts fields where prototyping is used	The students will discuss and list areas where they feel a person with dimensional design abilities can gain employment	Worksheets Teacher evaluation Oral discussions Station activities

<p>Does color print added to black text always enhance the mechanical</p>	<p>Have the student realize the impact color can or cannot have when added to a board</p>	<p>Students will create a mechanical and add a color photo and determine if it adds any value to the overall effect</p>	<p>Student display Teacher evaluation Worksheet</p>
<p>How can digital photography enhance a print ad?</p> <p>What are some of the career opportunities for a photographer in the advertising marketing industries</p>	<p>Students will understand how select images can compliment print & copy and the proper placement and selection for materials</p> <p>Students will become aware of the opportunities and responsibilities of a photographer in the graphic fields</p>	<p>Students will create a mock up of an advertisement and add a photograph to the print</p> <p>Students will research job opportunities and discuss the advantages and disadvantages of that occupation</p>	<p>Station activities Oral discussions Teacher evaluation Worksheet</p> <p>Station activities Worksheets Teacher evaluation Oral discussion</p>

New Jersey Core Curriculum Content Standards Academic Area

STANDARD 9.1 Describes skills that prepare students to fully engage in civic and work life. The standards include six strands which reflect the Framework for 21st Century Living

Critical thinking and problem solving

Creativity and innovation

Collaboration, teamwork and leadership

Cross-cultural understanding and interpersonal communication

Communication and media fluency

Accountability, productivity and ethics

STANDARD 9.3 Describes skills that prepare the students for career pursuits and lifelong learning. These three strands in 9.3 reflect the requirements outlined in NJ Administrative Code (NJAC 6A, 8-3.2)

Career Awareness (Grades K-4)

Career Exploration (Grades 5-8)

Career Preparation (Grades 9-12)

STANDARD 9.4 Career and Technical Education Describes knowledge and skills that prepare the students for post secondary education, training and employment in a chosen career path. Unlike 9.1 and 9.3 which applies to all students from grades K-12 standard 9.4 applies only to high school career and technical programs

9.4.12 C1 9.4.12 C9

9.4.12 C2 9.4.12 C10

9.4.12 C3 9.4.12 C11

9.4.12 C4 9.4.12.C12

9.4.12 C5 9.4.12 C13

9.4.12 C6 9.4.12 C14

9.4.12 C7 9.4.12 C15

9.4.12 C8 9.4.12 C16

New Jersey Scoring Rubric

Performance Indicator **Poor-Grades 64-69** **Basic- Grades 70-70** **Proficient-Grades 80-89** **Advanced-Grades 90-100**

Basic Skills

Does not follow Directions	Shows some skills	Shows Good Intent	Complete Understanding
Not Meeting Expectations	Barely Average Grasp Of Content Limited Motivation	Follows Directions & Requirements Follows Requirements	Exceptional Skills Meets All Expectations

Creativity Level

Little Evidence or No Creativity	Shows Some Originality And Content	Includes Some Unique Ideas	Very Motivated Shows Creativity
Does Not Use Basic Principles Of Design	Uses Limited Knowledge Learned In Class	Applies What Was Learned In Class	Meets All Expectations Highly motivated

Effort and Perseverance

Work incomplete No Effort Poor Time Planning	Little Effort In Work Work Completed Work is Rushed/Sloppy	Work Completed With Good Effort Meets all Requirements	Includes Unique Ideas High Motivation Exceeds Requirement
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Social Skills & Cooperative Learning Groups

Disruptive in group Argumentative Disinterested	Seldom Contributes Mostly Uncooperative Minimum Team Effort	Good Interest Contributes to team Cooperative	Always Contributes Organized Highly Motivated
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Content/Organization & Planning

Disorganized Lack of Planning Uncertain Focus	Little Effort Adequate Organization Minimal Planning Skills	Good Strategies Well Organized Creative In Content	Exceptional Focus Highly Organized Exceeds Criteria
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